

Inspection of The Big Picture Private Day Nursery And Pre-School

63a Scarisbrick New Road, Southport PR8 6PA

Inspection date: 17 December 2021

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in staffing impact on the quality of children's learning. Despite a recruitment campaign, there is a high number of staff vacancies. An acting manager is in post and agency staff are employed to meet the required staff-to-child ratios. Since the start of the COVID-19 pandemic, to limit the number of people entering the building, children have left their parents at the front door. Children have adapted well to this change and enter happily. Parents continue to drop children off at the door. However, they say that they are pleased that they are now able to collect their children from their rooms.

The curriculum is designed to help children to develop skills that enable them to move up to the next room and on to school. However, this curriculum is not consistently followed. While children access a broad and interesting range of activities, they mainly occupy themselves. Staff interact pleasantly with individual children. For example, staff read books well to children, who listen attentively. However, children are mainly supervised for safety. What each child needs to learn next or how they will learn are not sufficiently considered when organising activities. Some incidental learning takes place. For example, two-year-old children pinch sprinkles and place them on a biscuit that has been iced by a staff member. They manipulate dough and make marks in it using the toy dinosaurs' feet. These activities help children to develop the finger muscles needed for later writing.

The quality of education is better in the baby room, where staff use their natural ability to interact with babies and support their progress. However, in the toddler room, some two-year-old children are not effectively engaged or challenged and are not making good enough progress. For example, staff do not interact with children who are waiting for their turn to decorate a biscuit or with those who occupy themselves, for instance, playing with dolls. Staff are slow to notice when children are becoming upset and need reassurance or when they need support to behave appropriately. The education of three- and four-year-old children has been disrupted when their room has been closed due to staffing shortages.

What does the early years setting do well and what does it need to do better?

- The quality of education is inadequate, and some welfare and safeguarding requirements are not met. Some of the company procedures, such as handling complaints, have not been followed consistently. Some of the records, such as evidence about qualifications and identity checks that have been completed for agency staff, are not clear. This compromises the safeguarding of children. However, senior leaders in the company have an accurate view of the nursery and are taking steps to improve.
- The key-person system is not effective. Leaders do not ensure that staff working

with the children know them well enough to provide appropriate challenge through activities. Some children are not effectively engaged or challenged and are not making good enough progress.

- Children play in many well-resourced areas, offering a broad range of activities. However, staff are slow to identify when children need help and encouragement to take part in activities. Children are not supported sufficiently to develop a positive attitude to learning.
- Children's physical health is promoted well. Staff follow the routines of babies for sleep and nappy changing as advised by parents. Babies have plenty of space to crawl and pull themselves to stand at sturdy furniture. Covered outdoor areas and the provision of appropriate coats enable children to experience learning outdoors in most weathers. Walking up and down sloped walkways helps toddlers to develop coordination and balance.
- Babies enjoy a wide range of sensory experiences, which staff use to promote learning. For example, babies make marks with their fingers in desiccated coconut, which helps to promote early writing skills. Babies repeat animal noises as they move plastic animals through the coconut, which helps to promote the early stages of speech.
- Parents comment that they have been kept informed about staffing difficulties and, on some days, they have been asked to keep their children at home. They exchange information with staff as they drop off and collect their children. However, parents say that they are not as frequently informed about their children's learning and development. Also, they are not always aware of who is caring for their children. This has an impact on the continuity and consistency of children's learning.
- The clearly defined induction procedures for new agency staff and arrangements for the supervision, coaching and mentoring of staff have lapsed. The acting manager and the few remaining permanently employed staff focus on working directly with the children. They are not able to monitor the practice of new or less-experienced staff or provide feedback to help them improve.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are compromised due to weaknesses in staffing. The company provides safeguarding guidance and procedures, which are in line with the local statutory children's services agencies. Staff demonstrate a basic knowledge of child protection and wider safeguarding issues. They have access to the appropriate contact details and telephone numbers to call if concerned about a child. However, they do not know the children well enough to be able to swiftly identify and report concerns. That said, the nursery is secure and well maintained. Assessments of all areas are completed regularly to minimise risk to children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure the management and staffing arrangements meet the needs of the children	14/01/2022
ensure the induction and supervision of staff are effective, and provide support, coaching and training for staff to ensure they promote the learning and development of children	14/01/2022
provide each child with a key person who can offer a settled relationship for the child and build a relationship with parents	14/01/2022
keep clear records about qualifications, identity checks and vetting processes that have been completed for agency staff	14/01/2022
ensure that all staff are aware of children's abilities and what children are to learn, and can effectively teach children so they make good progress.	14/01/2022

Setting details

Unique reference number	EY551363
Local authority	Sefton
Inspection number	10217446
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	90
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01704 884088
Date of previous inspection	19 March 2018

Information about this early years setting

The Big Picture Private Day Nursery And Pre-School registered in 2017. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, five at level 3, and two at level 6, of which one has qualified teacher status. The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The acting manager and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and one of the company's managers.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector held meetings with some of the senior leaders.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.
- The inspector viewed the provision taking place in the baby room and toddler room. At the time of inspection, the pre-school room was closed due to staff shortages so the provision for three- and four-year-old children was not viewed.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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